



*Achieving Individual Success Together*

**Headteacher: Mrs Veronika Joy**

**Chair of Governors: Gerard Hilderly**

**“Pupils achieve highly, enjoy their learning and become well-rounded individuals prepared for life beyond primary school.”  
(OFSTED Sept 2016)**

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# **WELCOME TO REDLAND PRIMARY SCHOOL**

Dear Parents/Carers

As a school, we fundamentally believe in developing and nurturing the whole child. Each child is unique, which is something we celebrate and value as a school. The core skills of English and Maths are extremely important, but they alone do not define a child. Providing a curriculum which is enriching and broad, which stimulates interest and curiosity is integral. Alongside this, we actively promote being healthy and as active as possible. This ethos runs alongside the government's current commitment of promoting healthy lifestyles in primary age children. We realise that not all children enjoy the same types of sport and activity, so we want to provide them with opportunities to experience a number of alternative sports that can encourage them in a lifelong love of sport and activity. This is supported by educating them in living a healthy lifestyle, both physically and mentally, through the 'Jigsaw' PSHE scheme of learning (which will be a big focus for the school this year), and other programmes such as 'Healthy Heroes.'

We look forward to welcoming you to our happy and successful school community.

Regards

Mrs Veronika Joy  
Headteacher

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## **SCHOOL INFORMATION**

Redland is one of ten primary schools in Chippenham.

On our school site there is Redland Nursery, established in 2003 and run by YMCA. We run our own Breakfast and After School Care Club.

The school is currently comprised of ten classes. Our number on roll is currently 293 with the age of pupils ranging from 4 to 11.

We have 52 members of staff, 9 full time teachers (2 of whom are Assistant Headteachers) and 4 part-time teachers. Our SENCO works 4 days a week. Our Senior Leadership Team comprises of the Headteacher, 2 Assistant Headteachers, SENCO and School Business Manager. We have 21 Teaching Assistants whose hours vary from 10 to 25 hours, 9 Mid-Day Supervisory Assistants, 3 Cleaners, 2 Admin staff, a Teacher's Personal Assistant and 3 Kitchen staff. (Some staff carry out dual roles within our school).

# **SCHOOL STAFF 2019-2020**

## **Whole School Responsibilities**

<b>Headteacher</b>	Mrs Veronika Joy	Designated Safeguarding Lead
<b><u>Classes</u></b>		<b><u>Curriculum Area Leader</u></b>
<b>Wrens</b>	Mrs Gemma Powell	Early Years/English
<b>Owls</b>	Miss Alison James	Art
<b>Robins</b>	Miss Katie Sadler	Science/STEM
<b>Starlings</b>	Mr John Smith	History
<b>Puffins</b>	Mrs Emma Steele	French/Music
<b>Nightingales</b>	Mrs Kath Thomson/ Mrs Lucy Pickford	Geography/Outdoor & Global Learning RE/School Council
<b>Buzzards</b>	Mrs Sarah Billett	PSHE/DT/STEM
<b>Hawks</b>	Mrs Victoria Keates	Assistant Head/Disadvantaged Learners/Maths
<b>Kingfishers</b>	Ms Natalie Hull	PE
<b>Falcons</b>	Mrs Christa O'Brien	Assistant Head/Assessment/Computing
<b>SENCO</b>	Mrs Rachel Griffiths	SENCO/Deputy Designated Safeguarding Lead
<b>Support Teachers</b>	Mrs Christina Adams	
<b>School Business Manager</b>	Mrs Sam Hook	<b>Administrative Officer</b> Ms Karen Ellis
<b>Teachers' Personal Assistant</b>	Mrs Lesley Wylie	
<b>Teaching Assistants</b>	Mrs Heather Scoynes Mrs Louise Borman Mrs Kirsty Stovell Mrs Julia Wright Mrs Emma Quaey Mrs Karen Duncan Mrs Karen Webb Mrs Catherine Harris Mrs Alison Moore Mrs Caryl Kay	Mrs Sally Cockram Mrs Annette Peake Mrs Annalise Whittle Mrs Hilary Fortune Mrs Claire Joseph Mrs Margaret Mitchell Mrs Alison Cummings Mrs Tracy Bennett Ms Emily Rees
<b>Midday Supervisors</b>	Mrs Margaret Mitchell Mrs Gemma Redmond Mrs Tamara Millere Mrs Andrea Applegate Mrs Charlotte Rufus	Mrs Louise Pettinger Mrs Laura Sylvester Mrs Clair Stevens Miss Christine Baxter
<b>Crossing Patrol</b>	Mrs Daniele Duprat	
<b>Cleaning Team</b>	Mrs Margaret Mitchell (Senior Supervisor) Mrs Laura Sylvester and Mrs Louise Pettinger	
<b>Catering Staff</b>	Mrs Rebecca Dixon, Miss Helen Thomas and Mrs Tamara Millere	

## **GOVERNING BODY MEMBERSHIP 2019 - 2020**

The Governing Body welcomes children and their families to Redland Primary School.

As well as a lot of practical details, we hope that this prospectus contains information to help you understand the ethos of the school and the way in which we strive to educate your children in the broadest sense. Please let us have your comments about this prospectus, especially if, in a few months time you discover that some important facts have been missed.

Class teachers or the Headteacher can best deal with most of your enquiries. However, if you wish to contact a governor please feel free to do so through the school office.

<b>THE GOVERNING BODY</b>	<b>DATE OF APPOINTMENT</b>
Gerard Hilderly (Chair)	October 2015
Paul Hoy (Vice-Chair)	September 2018
<b>STAFF GOVERNORS</b>	
Veronika Joy (Headteacher)	March 2017
Christa O'Brien	September 2018
<b>PARENT GOVERNORS</b>	
Rachel Glover (SEN)	April 2015
<i>Vacancy</i>	
<b>CO-OPTED GOVERNORS</b>	
Luke Cummings	December 2017
Caryl Kay	October 2018
<i>Vacancy</i>	
<i>Vacancy</i>	
<i>Vacancy</i>	
<b>LA GOVERNORS</b>	
Debbie Snook	December 2016
<b>CLERK TO GOVERNORS:</b>	
Lisa Pullin	September 2017

**ASSOCIATE GOVERNORS:** We can appoint AGs on the basis they may input their expertise and comments at FGB meetings, or any sub-committee meetings. However they do not have any voting powers.

*Names and positions may vary throughout the year.*

# THE AIMS OF REDLAND PRIMARY SCHOOL

At Redland School our vision statement is ...

**We all say we can, and we do**  
and we ... 'achieve individual success together'

As a school we prioritise skills for learning, the value of everyone and a breadth and depth of learning across the curriculum. These priorities underpin what happens at the school and drive the school's development.

**As learners** we want children to:-

- value and be actively engaged in their learning.
- know themselves as learners and be aware of what helps them learn.
- approach learning positively and enthusiastically.
- be reflective learners and take responsibility for identifying areas for development.
- develop collaborative learning skills that enable them to learn with others.
- be active, inquisitive and independent learners.
- have the confidence to contribute creatively to discussions, generating ideas and solutions.
- use a range of thinking and learning strategies.
- become creative in their thinking and their approach to solving problems.
- recognise that mistakes contribute to their learning journey.
- be stimulated by the challenge of overcoming difficulties.
- know what they have to do to achieve their targets / make progress.
- Know what the school does to help them learn.

To **value everyone** we expect children to:-

- be aware that they have rights and responsibilities both as individuals and collectively.
- share the British values promoted by the school.
- show empathy to others and know that what they say and do affects those they encounter.
- recognise what makes them different and the same to others and to respect and celebrate this.
- recognise that they can achieve success both individually and as part of a group or team.
- know when they and others have been successful.
- understand that personal success and achievement is not comparable to others.
- value each other and everyone in the school community.
- contribute positively to the school.
- have effective interpersonal and communication skills.

To develop a **breadth and depth of learning** we want children to:-

- know that learning takes place in a series of steps and identify these on their learning journey.
- develop a breadth of learning that exposes them to a full range of subjects, skills and learning opportunities.
- be excited and challenged by what they do at school.
- initiate their own learning and independent research.
- question and think critically.
- apply what they are learning at school to other times, places and situations.
- apply what they know about safety to situations in school and beyond it.
- know that they are learning skills that they will use throughout their lives.
- apply and continue learning in all aspects of their lives.
- contribute to learning on a personal, group, class and school level.

## **EQUALITY POLICY**

Our school is determined to provide an ethos and learning environment which challenges gender, ability and socio-economic stereotyping and which genuinely accepts cultural and ethnic diversity as one of society's richest assets. We are committed to a policy of equality of opportunity in education for all pupils. We will endeavour to remove any obstacles which may prevent a child reaching his/her full potential. We believe that all children should be equally valued and their beliefs equally respected.

We understand the particular importance of preparing all our children for life in a world where they will meet, live and work with people of differing cultures, religions, languages and ethnic origins. Recognising the lack of diversity of the cultural and ethnic background of our catchment area, we draw upon the experiences of children who have spent time abroad and enlist the support and expertise of any parents from minority ethnic groups to support the school's curriculum. We are aware that the school is a very powerful source of information, attitudes and opinions for children and recognise the need for all staff to be well informed.

The aims of the school, through this policy, are to:

- Ensure equality of access and opportunity for all in the provision of a high quality education.
- Encourage our children to recognise and respect that each society has its own values, traditions and style of everyday life.
- Promote positive attitudes towards our multi-cultural society by ensuring that children learn to respect diversity and reject prejudices.
- Encourage collaborative learning and decision making through group work and class discussion, thus creating opportunities for the extension of personal relationships for all children.
- Ensure that where choices are made about the focus of the curriculum, account is taken of the issues of gender and the diversity of pupils' cultural or home experience in order that all children are able to contribute.
- Ensure that resources reflect that pupils are living and learning in a multi-cultural society.
- Support the development of pupils' personal cultural identity whilst acknowledging that individual needs for recognition will vary.

# **LOCAL AUTHORITY'S (LA) ADMISSIONS POLICY**

## **As applied to Redland Primary School**

1. **Planned Admission Number (PAN)**: The Planned Admission Number of 45.
2. **Date of Admission**: There is one intake each academic year at the beginning of the Autumn Term starting September.
3. **Date of Application**: Applications for places are to be received by the LA by the cut-off date published annually.
4. All reception children from September 2011 must be offered FULL TIME provision whenever their birthday falls. Parents may choose part time provision if this is what they would prefer.

### **Admission Criteria**

Where applications for admission exceed the number of places available the following criteria will be applied in the order set out below to decide which children to admit:

- a. Where there are medical grounds (supported by a Doctors Certificate) for admitting the child or the child is on the 'children looked after' list.
- b. Those children who have a sibling who will be attending the school at the time of admission.
- c. Any other children not covered in the previous criteria will be admitted on the basis of the proximity of the child's home to school, with those living nearer being accorded the higher priority. The distance from the child's home to the school will be measured as the safest walking route using pavements of roads shown on the Official Information Map of Chippenham.

Parents have the right to appeal to the LA – the admitting authority - if in the first instance a place is denied.

Parents should apply for FS2 places from approximately mid September - direct to the Local Authority, using their admission protocol.

# INTRODUCTION TO EDUCATION

## When does education actually begin?

It is a fact during their first four years children learn and acquire more skills than at any other time in their life. At this age the influence of home is the most important factor in a child's education and it is you, their parents, who have taught them all they know. But children obviously have much to learn when they start school. **You can help smooth their entry into school by encouraging them to become independent of adult help** in the following areas:

- Undressing, dressing, changing shoes and taking off and putting on their coats.
- Using a knife and fork.
- Using a handkerchief effectively to blow their nose.
- Going to the toilet and washing and drying their hands carefully.
- Knowing how to hold a book, turn pages carefully and very importantly to love books. Be able to listen to a story.
- Tidying and cleaning away toys and games.
- Playing with other children, learning how to share, taking turns and co-operating with one another.
- Being able to listen to and respond to simple instructions from an adult.
- Be able to talk to an adult about their needs.
- Having a regular early bedtime so that they do not get over tired.

## What is the provision for children with special educational needs?

Redland School aims to offer all children a challenging, stimulating and secure learning environment. We believe in providing every possible opportunity for all children to achieve their full potential regardless of their starting point or ability. We do this through high quality differentiated teaching; providing a broad and balanced curriculum that takes into account individual needs; and ensuring all children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child's education.

If a child has an identified Special Educational Need or physical disability we will provide support in line with the SEND Code of Practice and school SEND policy. Additional support and intervention may be put in place to address individual barriers to learning and progress concerns. The class teacher and child will create a One Page Profile which will outline the needs of the child and ways in which they can be supported. These profiles will be shared with the parents and parental views added in. School may access support from outside agencies such as the Speech and Language Therapy Service, Specialist SEN support and The Behaviour Support Team. If further support is required the school may start a My Support Plan.

All teachers endeavour to extend learning opportunities for more able children. As a school we provide additional opportunities through class based activities and Masterclasses to ensure more able children reach their full potential.

## Will my child bring work home?

All children are expected to read at home at least three times a week. This may range from sharing books in Foundation Stage 2 to reading and discussing books through Key Stage 1 and Key Stage 2. Spellings and mental maths are areas where support from home is expected throughout both Key Stages. Again this is usually done through activities which have been taught in the class.

Key Stage 1 children are given tasks at the teacher's discretion from time to time, again to support activities in class. This can often be orally reported back. Key Stage 2 children undertake more formal homework. In Lower Key Stage 2, maths or English is set on alternate weeks. In Upper Key Stage 2, children are set a maths and an English activity. All KS2 children also complete regular spelling and times table tasks.

## How do the teachers organise their classrooms?

Teachers plan for different kinds of groupings according to the teaching content and the needs of the children. Children will **work alone, in pairs, as a whole class**, as well as in **groups**. Teaching Assistants can also work with individuals and groups of children. Teachers carefully plan activities to be led by Teaching Assistants. Parents receive a curriculum newsletter at the beginning of each term, informing them of the content of all curriculum areas. With statutory PPA time for teachers (planning, preparation and assessment time) there are even further opportunities for the teachers to organise excellent teaching and learning opportunities for the children at Redland Primary School.

## How do you reward the children?

Teachers reward children for progress in their learning and displaying good behaviour and attitudes that meet our school values. The types of recognition used are:

Praise  
Star of the Week Awards  
Stickers  
Postcards home  
Certificates  
Class Points

Reading and Maths Trophies  
High Attendance Awards  
Marble Jar treats  
Being asked to show their learning to the  
Headteacher or Assistant Headteachers  
Dojo Points (KS2)



# THE SCHOOL DAY



## How secure is the school?

Access to the main school building i.e. the foyer, is controlled at all times. Visitors wishing to gain access to the school must ring a buzzer to gain entry. Visitors are required to sign the Visitors Book and wear an identification lanyard. The door from the foyer into the school is through a second secured door which is controlled by the office staff. All areas of the school are covered by CCTV and intruder lights. All other entrances into the school are secured with a magnetic fob for entry.

## How is the school organised?

The organisation of classes within the school may vary from year to year according to the numbers of children in any one age group and the number of teachers available to work with them. Children are put into classes of mixed-ability and some children will be placed in mixed age classes.

### Time of School Sessions

8.45am – 10.30am	1hr 45mins
10.30am – 10.45am	(break)
10.45am – 12.00pm	1hr 15mins
12.00pm – 1.00pm	(lunch)
1.00pm – 3.00pm	2hrs

### Falcons and Kingfishers

8.45am – 10.30am	1hr 45mins
10.30am – 10.45am	(break)
10.45am – 12.15pm	1hr 30mins
12.15pm – 1.15pm	(lunch)
1.15pm – 3.00pm	1hr 45mins

**Daily Class Hours**

**5hrs**

**Weekly Class Hours**

**25hrs**

**For safety reasons children will not be allowed on school premises before 8.25am as supervision is not available before that time (except for those children attending the breakfast club). Gates open at 8.25am. School doors open at 8.35am and children may then go into their classrooms. As the school session begins at 8.45am it is important that all children are in the classroom ready for registration.** Morning play is 15 minutes for the whole school with two teaching staff on duty and two Teaching Assistants. Children are supervised by 9 Midday Supervisors at lunchtime and Teaching Assistants who care for named pupils. We also have a group of Year 5 & Year 6 pupils who are our "Helping Hands". These pupils support any issues initially i.e – no one to play with, feeling left out etc.

## What are the procedures for arrivals and departures?

To ensure the children's safety please see that they **enter and leave the school through the main playground and never through the car park or the main entrance. At the end of the day we ask you to wait in the playground.** Unfortunately we do not have dropping off or parking facilities for parents on the school site. **Please do not use the car park** which is for staff or official visitors only. **Please do not park your vehicle across the school gates. Parents are requested not to bring dogs on the premises.**

We encourage children to exercise on their way to and from school as much as possible and would like children to either walk or scoot to school. If you live further away from the school please consider driving part way to school and walking or scooting the rest of the way. We do have children's scooter parking on site but will not accept bicycles and do not encourage children to ride them to school due to the amount of traffic around the school.

As the road outside the school is busy it is important that parents drive with extreme caution and **observe the marked parking restrictions, the 20 mph speed limit and the Patrol Crossing Person**. Please have courtesy and consideration for our neighbours, particularly when parking. Parents are also politely requested **NOT** to smoke near the school gates. Please move away from the gate – much further down the road.

### **What happens at mid-morning break**

Children can bring a piece of fruit from home to eat during the mid-morning break or a healthy cereal bar. No chocolate biscuits or crisps are allowed at break time. A healthy snack, freshly made by our kitchen, is also available each day at a cost of 30p per child.

### **What are the arrangements for lunch at school?**

Under the Government initiative all FS2 and KS1 pupils can receive free hot lunchtime meals. The meals are healthy, nutritious and tasty! Meal choices will need to be ordered in advance.

We strongly encourage you to take up the option of a hot free school meal for your child and the vast majority of children are eating them. Parents can still choose to provide their child with their own packed lunches if required. If so, please be aware we have a healthy school policy, i.e. chocolate, chocolate covered or very sugary biscuits, cakes and snacks, sweets and fizzy drinks are **NOT** permitted in the children's packed lunches. Crisps are permitted once or twice a week.

Full menus and details of how to order can be found on our website or on request from the school office. All KS2 pupils can purchase a meal at a cost of £2.30 per day.

Free school meals are available to families in receipt of eligible benefits. Please contact the school office for further information.

### **Are there any Activity Clubs?**

A wide range of clubs are offered each term. These are predominantly for Key Stage 2 children. The clubs are offered on a rolling programme throughout the academic year.

They take place at lunchtime and after school (between 3.15pm and 4.15pm) and can include netball, football, art, drama, computing, hockey, gardening, Wii-dance, board games, origami, lego, multi-skills, cross country, country dancing, lacrosse, chess, dance and cheerleading.

In addition football, cricket, tag rugby and netball and hockey teams regularly take part in inter-school fixtures and tournaments.

## **Do you have a Breakfast Club?**

A Breakfast Club is available to all pupils each day of the school term and is run by Redland staff in the Key Stage 2 Conservatory area from 7.45am to 8.35am, with a healthy breakfast served at 8am. There is a wide range of activities for children to do either independently or with their friends including table-top games, construction activities, puzzles, drawing and colouring. The current charge is £3.50 per morning, which includes breakfast and recreation. There is no need to book. At 8.35am the children go to their classes to start their school day.

## **Is there an After School Care Club?**

After School Club is available after school each day of the school term and is run by Redland staff in the Key Stage 2 Conservatory area. From Monday to Thursday it runs from 3pm until 5.30pm and on Fridays from 3pm until 5pm. The current charge for this is £8 per session Monday to Thursday and £7 for the Friday session, which includes a snack and recreation. A great range of activities are available for either independent or group use including table-top games, arts and crafts, construction activities and puzzles. **These sessions MUST be booked in advance**, giving as much notice as possible as we need to know the exact numbers attending so the correct staff ratio can be allocated. Most sessions are booked a term in advance so early booking is recommended.

**Please note that if staff are not notified at least 24 hours in advance that a place is no longer required then a full charge will be made.**

Please note there is no After School Care Club on the last day of Terms 2 (December/Christmas), 4 (April/Easter) and 6 (July/end of school year).

## **HEALTH**

### **Can my child be given medicine at school?**

**We are unable to administer medication for short term illnesses. This is in line with our school policy and in agreement with the Governing body.**

If a child has a long term medical condition such as diabetes, epilepsy or a heart condition and requires medication during the school day a health care plan will be put in place. The plan is drawn up in conjunction with the school nurse or other health professional and will outline the arrangements for administering the medication.

Where antibiotics or other short term medications (Calpol, eye drops, and antihistamines) are needed parents are asked to arrange for these to be taken outside of the school day. Parents may come to school to administer the medication themselves during the school day we ask that this is discussed with the school first.

If your child requires an inhaler for asthma they will require one inhaler to be kept in school. It must be clearly labelled with your child's name and will be safely stored in the classroom first aid cupboard. If your child carries a second inhaler it must be kept in their book bag.

### **What if an accident happens at school?**

The school has a number of staff trained in first aid and paediatric first aid. If an accident occurs at school children will be given first aid. An accident report slip will be sent home with the child to inform parents of accidents and head bumps. In the event of a more serious accident, injury or illness every attempt will be made to contact the child's parents. If parents are unavailable then the emergency contact will be called. As a school, we hold details of the child's registered GP and can contact them in an emergency.

In the event of a serious emergency the child may be taken to the local Accident and Emergency department, the school staff will act as the responsible adult until parents arrive. Alternatively an ambulance will be called.

### **What if my child has a medical appointment?**

You need to tell the school office if your child will be late to school because of a medical appointment. When they arrive you will need to enter school through the main office. If you need to take your child out of school at any time during the day you will need to sign them out at the main office and also sign them back in again when they return.

### **What are the Child Protection and Safeguarding procedures?**

Redland School are committed to safeguarding of all our children. The school aims to help protect the children in its care by working consistently and appropriately with all agencies to reduce risk and promote the welfare of children. When concerned about the welfare of a child, staff members will always act in the interest of the child. The Head teacher has a responsibility to report any obvious or suspected cases of child abuse, which may include non-accidental injury, neglect, emotional abuse and sexual abuse. Safeguarding, in addition to child protection, encompasses issues such as pupil health and safety, bullying/cyber-bullying, appropriate medical provision, drugs and substance misuse. There may be occasions when confidences shared with the class teachers will then need to be shared with the Head teacher. This does

mean that the Head Teacher may risk upsetting parents by reporting a case. The Head teacher will always be acting in the best interests of the child.

### **What does the school nurse do?**

The School Nursing Service supports children with medical needs in school. They organise and administer health checks such as measuring children's heights and weights. If you have concerns or queries about your child's health you are also able to contact the School Nursing Service for advice.

Incidents of head lice should be treated and reported to the class teacher. Letters will be sent to all parents with information about prevention and treatment.

# YOU AND REDLAND SCHOOL

## Why does the school have a Home/School Agreement?

Our agreement has been drawn up as a statement of the school's responsibilities towards its pupils, the responsibilities of the pupil's parents and the school's expectations of its pupils. The school consulted fully with parents and pupils during its compilation. It is the duty of the Governing Body to take reasonable steps to ensure that all parents of pupils of compulsory school age sign the agreement indicating they understand and accept its contents. However, parents are not required to sign the agreement as a condition of the child's admission to school, nor are any breaches of the agreement actionable through the courts.

## What do I do if my child is absent from school?

When a child is absent from school through illness a telephone message of **explanation is needed as soon as possible each day**. Messages can be left before school starts on 01249 651623. Without an explanation of absence (either verbal or written), this will be recorded as unauthorised. Taking children out of school for a holiday during term time is also an unauthorised absence unless authorised as exceptional circumstances. Please come to the school office for an absence request form.

## Is there a school uniform?

Sweatshirt	Red with school emblem	Sun hats
Polo shirt	Yr 6s wear navy blue with school emblem	Sensible footwear -
Trousers /Skirt	Red or white with school emblem	black, no high heels, boots
Summer dress	Black/grey	or trainers
	Red and white check	

Jewellery Small watches are allowed. For Health & Safety purposes children are only allowed to wear "stud" type earrings – no hoops or loops. Children are not allowed to wear bracelets or necklaces for Health & Safety reasons and also security. We cannot be responsible for the loss of any precious items.

For PE: white T-shirt, black shorts and daps/trainers which should be kept in school in a named PE bag. Tracksuit tops and bottoms can be worn in colder weather. Please ensure these are plain and in dark colours – navy, black etc.

School uniform with the school emblem can be purchased from Scholars in Chippenham: 3 The Causeway, Chippenham, SN15 3BT. Tel: 01249 656600.

Children cannot bring large bags into school. Our cloakrooms are compact and small. Children need only have a PE bag and a book bag (both can be purchased from the office). Yr 6 children only can bring a small rucksack to help with maths and English folders.

**All clothing should be marked with the child's name.** Children go out to play in all but the worst weather and therefore they will need a coat most days of the year. The wearing of sun hats is encouraged at playtimes in hot weather.

## **Do you have a lost property box?**

There are lost property bins located in the school building (one in KS1 and one in KS2) for any unclaimed clothing. Named items are returned to their owners on a regular basis. From time to time lost property is put out on display for parents to check through. Any remaining unclaimed items are then recycled. Please help us to reduce the amount of lost property by ensuring all your child's possessions and clothing are clearly labelled.

## **Are children allowed to bring mobile phones to school?**

Children are **NOT** permitted to bring mobile phones to school. If you need to get an urgent message to your child, please contact the school office. Older children walking to school without a parent should be coming straight to school and walking straight home – so a mobile phone should not be necessary.

## **Are there charges for breakages?**

Very occasionally there are incidents when a child is responsible for breaking an expensive item of school equipment. The Governing Body has agreed that parents should be asked to make a contribution towards repair or replacement.

## **Social Media**

Please do not share photographs taken at school events on social media sites as they may contain images of other children. We don't wish to prevent people from taking photographs as personal memories of their children's time at Redland, but please do not post them online.

We understand the change that social media has made to communication and can all value the positive use of platforms like Facebook and Twitter. However schools have also witnessed the damage and distress that negative postings can cause.

As part of our 'working together' approach, we request that social media will not be used to comment in such a way that brings Redland, any of our pupils or wider school community into disrepute. We have other approaches to resolving issues which we know have a more positive outcome.

If your child has access to social media sites and apps (especially via unsupervised mobile devices) then we would value your support in reiterating the guidance we offer (see below). The general recommendations say that any child should be, at a minimum, 13 years old for many platforms and it is strongly advised that parents monitor what is being sent. Primary aged children can lack the emotional maturity to use social media without incident or risk.

### **Children using social media guidance:**

- Don't write anything online that you wouldn't say to the person directly (if you wouldn't say it in the playground, in front of your parent or teacher, please don't say it at all).
- Act responsibly towards yourself and others whether online or offline.
- **Think** before you say things that will hurt others online.
- **Think** before you post online – once you post something online it can last forever as it can be saved and shared by others.
- Do not share anything which might get you or your friends into trouble today or which you might regret in the future.

- Check your privacy settings – children should ensure they have private accounts (some apps and sites automatically create public accounts).

For more information please see [www.internetmatters.org](http://www.internetmatters.org)

## **The Friends of Redland School (FORS)**

The Friends of Redland School (FORS) are a committee of parents who organise different events and activities to raise additional funds for the school. The FORS are a registered charity. The school hopes that parents will join the FORS and attend their meetings. The school looks forward to meeting other parents and families at the various events organised during the year. Our school benefits greatly from the fund raising activities of the FORS who have contributed towards books for the school library, outdoor equipment and special events.

Over the past few years, many different events have been organised by the FORS including Fizzy Discos, Quiz Nights, school calendars, the Summer Fayre and the Christmas Fayre.... to mention but a few! You can help us raise funds immediately by visiting [www.easyfundraising.org.uk/causes/friendsofredland](http://www.easyfundraising.org.uk/causes/friendsofredland). There are many retailers who support this website and it costs you no more to internet shop via this link.

For those of you that use Amazon, we have also signed up [smile.amazon.co.uk](http://smile.amazon.co.uk) which is a simple and automatic way for you to support us every time you shop, at no cost to you. You just access Amazon through the above link and do your shopping in the normal way. The school simply receives a donation from a portion of the purchase price of your shopping. We also have a school lottery run through [www.YourSchoolLottery.co.uk](http://www.YourSchoolLottery.co.uk). For every £1 lottery ticket purchased the school receives 40p and you have the chance of winning a weekly school draw (30% of tickets purchased for Redland School) and a national draw for a prize of £25,000. Further details of our fundraising activities can be found on the FORS page on the school website.

We also have DORS – Dads of Redland School. The dads support the organization at key school events. They also meet at a local pub once a month to take part in the quiz night. All winnings are donated to FORS funds.

## **Parent Governors**

Parent Governors can be contacted via the school office or Clerk to the Governing Body. They are always willing to talk to parents so please feel free to approach them. Their names can be found on the Governing Body Membership page earlier in this brochure. The term of office for the Parent Governors of Redland Primary School is four years. This school has a tradition of active, hard-working and committed Parent Governors who have been most supportive of the school, its staff, pupils and parents. Copies of the School's various policies, Governor meeting agendas and minutes may be obtained from the school office or on our website.

Regulations concerning the election are issued when appropriate. **Any parent wishing to find out more about becoming a Parent Governor should contact the school office or the Parent Governors.**

## **What planned opportunities are there to meet the teachers?**

We have **Parents Evenings in November and March** when you will have the opportunity of visiting your child's teacher to discuss their progress and see their work. There are also opportunities throughout the year for parents to learn more about the school's life and work. Parents receive a written report about their child's progress at the end of the academic year.

## **Can parents help in school?**

We welcome parents and grandparents who have time available to come into school to help with small groups of children and to assist with various other tasks from reading to cooking to sewing. If you have even a couple of hours to spare a week please let the staff in the admin office know. You will be more than welcome. **All helpers in school have to be DBS (Disclosure and Barring Service) checked before they can come and help. The staff in the admin office will arrange for your DBS clearance to be actioned.**

## **What should I do if I have a problem or a complaint?**

We would like to assure you that we place the highest value on good home school relationships and on our effective open door policy.

**If you need to see the class teacher, they are usually available after school.** A note with your child is helpful to ensure that this is mutually convenient. We do ask that **only urgent messages are given to teachers in the mornings** as they will then be free to give full attention to the class at the beginning of a new day.

**If there is a problem you would like to discuss with Mrs Joy**, please contact the office by telephone or in person to ensure that they are available. If this does not resolve the matter you are invited to contact the Local Authority at County Hall, Trowbridge, Wilts, BA14 8JB. The Governing Body has adopted a **Complaints Procedure**, a copy of which can be obtained from the school office.

We firmly believe that in the majority of cases/issues can be resolved through honest and open communication. Talking and sharing problems is always the best approach.

# RESIDENTIAL TRIPS AND SCHOOL OUTINGS

## Are there charges for school trips?

The 1998 Education Act requires the school to ask for **voluntary contributions** towards the cost of any visit or residential trip. We endeavour to ensure any school trips are arranged at the most economical price. However, in the exceptional circumstances of insufficient contributions being made, the school reserves the right to cancel the visit and refund any monies received.

## Residential trips

We firmly believe Residential Trips are crucial to the social, educational and emotional growth of our pupils. From Year 2 onwards we begin a varied programme of trips to very different and exciting centres.

Year 2 and Year 3 pupils  
Year 4 and Year 5 pupils  
Year 5 and Year 6 pupils

weekend – Braeside Centre  
3 days – Osmington Bay  
5 days – Lee Abbey

## School outings

These are just a few of the places visited during the past few years:

Legoland  
Longleat, Warminster  
Natural History Museum, London  
Shoe Museum, Street  
Wembley Stadium, London  
@Bristol  
Westonbirt Arboretum  
Cadbury World, Birmingham  
Rainforest Museum, Newbury  
The American Museum, Bath  
Steam Museum, Swindon



The Science Museum, London  
Britain at War Museum, London  
The Corinium Museum, Cirencester  
Bristol Zoo

# THE CURRICULUM

At Redland School we follow the requirements of the National Curriculum. This helps us to provide a balanced and appropriately challenging education for all children.

In our school we aim to deliver the National Curriculum in a way that will promote the moral, cultural, mental and physical development of the children, in order to prepare them for the opportunities, responsibilities and experiences of Secondary School and adult life.

All pupils from the age of five are taught the National Curriculum. This comprises of:

- **5 core areas**, i.e. English, Mathematics, Science, Computing and Religious Education.
- **Foundation areas** i.e. History, Geography, Design Technology, Art and Design, Music and PE and French.
- **Assessment arrangements** i.e. ongoing **teacher assessment** with reference to the Age Related Objectives, Baselining for FS2 and statutory tests at the end of the Key Stages for our Yr2 and Yr6 children.
- The delivery of the Personal, Social and Health Education Programme and British Values.

In addition we include:

- High expectations of behaviour.
- The routines of the school learning day.
- The way children interact with each other.
- The way adults, including parents, interact with the children.

The curriculum for the **Early Years Foundation Stage (EYFS)** is embedded through play:

- Every child is **unique**.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments**.
- **Children develop and learn in different ways and at different rates**.

There are seven areas of learning and development. All areas of learning and development are important and inter-connected. There are three prime areas:

- Communication and language.
- Physical development.
- Personal, social and emotional development.

There are four specific areas where the prime areas are strengthened and applied:

- Literacy.
- Mathematics.
- Understanding of the World.
- Expressive arts and design.

This is the statutory play based curriculum which enables children to learn through first hand experiences.

Copies of all National Curriculum documents, the Ofsted Report, School Policies, Guidelines, Schemes of Work and examples of our record keeping system are available on our website.

### **Transition across school and to secondary education**

All of the class teachers liaise very closely with each other and, at transition points to new classes and Key Stages, detailed records are passed on as well as the organisation of 'turn-around' days where new classes and teachers are visited in preparation for the following school year. We liaise fully with the secondary schools during the transition from primary to secondary education in order to ensure a smooth transition process. The children also have the opportunity to meet with secondary school staff.

### **Provision for More Able and Talented**

During their time with us some children may be more able or talented in certain curriculum areas. We will endeavour to provide suitable challenges for these children, involving outside expertise as necessary, in order for the targets to be met, working closely with parents. 'Masterclasses' are held in school focusing on each of the curriculum areas. Children in Year 5 and 6 have the opportunity to attend specially organised sessions at the secondary schools in many different curriculum areas including English, Maths, Science, Drama and Music.

### **Records of achievement and assessment**

Teachers keep records for their own planning purposes. These are kept termly, weekly and daily. Every child has a report in which the class teacher comments upon strengths and weaknesses in different curriculum areas as well as social and personal strengths. Reports are sent home to parents in July. A copy of the report together with other records and workbooks are also given to the receiving teacher to ensure continuity and progression of experience.

# PHONICS SCREENING AND SATS RESULTS

## Phonics Screening Results

2018 – 85% of Year 1 pupils passed the Phonics Screening.

## Key Stage 2 SATs Results 2018

There were 44 pupils in Year 6. 14% of these were on the Special Needs register according to the new Code of Practice. Children are measured as meeting the 'expected standard', in readiness for secondary school. The percentages show those children who reached the new expected standard, compared to national averages.

<b>Subject</b>	<b>National Average Reaching Expected Standard</b>	<b>Redland School</b>
Reading	71%	<b>80%</b>
Grammar, Punctuation and Spelling	77%	<b>95%</b>
Mathematics	75%	<b>85%</b>
Writing *	76%	<b>76%</b>
Reading, Writing & Maths Combined	61%	<b>68%</b>

\* Writing is based on teacher assessment of the children's attainment across the year.